FACULTY REQUEST

For FISCAL YEAR 2017-2018

BCP #	DEPT. PRIORITY NO.	DEPARTMENT:

PLEASE CHECK THE BOX REPRESENTING THIS CATEGORY OF FACULTY REQUEST

FACULTY POSITION REQUEST	**POSITION DEFINITIONS:**	**BUDGET AUGMENTATION**
☐ X New position ☐ Replacement ☐ Full-time Temporary ☐ Conversion (grant to GU001)	**NEW**: Position is not in the 17-18 budget **REPLACEMENT**: Position is in the 17-18 budget, currently vacant or will be vacant in 18-19.	☐ X Ongoing ☐ One-time funding ☐ Other – explain (e.g. matching)

TITLE OF INSTRUCTOR POSITION: Professor, Automotive Technology

PLEASE PROVIDE A SUMMARY AND RATIONALE OF FACULTY POSITION REQUEST (You may copy and paste from your COMPREHENSIVE OR ANNUAL PROGRAM REVIEW.)

Provide data that substantiates the proposed positions. Refer to the guidelines listed in the Budget Decision Criteria and College Strategic Goals documents.

The EIT Automotive Technology Department is requesting a new, full-time, tenure-track faculty position. The Automotive department will launch a curriculum model in Fall 2017 which will add a new Diesel class that our advisory committee has be requesting for many years. The new model will also streamline the pathways for student success and make it possible for more students to be in the pipeline than ever before. The addition of the new class and additional sections requires by the increased head count will create a bottleneck in the program. The current automotive student head count and course schedule requires the use of an adjunct and that ALL of the 4 current automotive faculty have to regularly teach overload. This new automotive faculty position is necessary to meet the demands of our students and industry.

Additional rational include;

- The Automotive Technology program must provide training in all areas of ASE (www.ase.com) to maintain our NATEF accreditation (www.natef.org)
- The Automotive Technology must offer training on all areas to articulate with Rio Hondo College, which offers a Baccalaureate Degree in Automotive Technology.(http://www.riohondo.edu/autotechbachelor)
- Automotive Technology not taught at any Bakersfield high schools and only offered at two high schools in Kern County. The puts the responsibility on Bakersfield College to offer many sections of Introduction to Automotive Technology to provide entry level training for students to take upper level automotive classes.
- A limitation that prevents many Automotive students from carrying a full load of classes is that there are not enough seats in the advanced classes to accommodate full time status for all of our continuing and new students. The pathway for auto will only allow a student to take two different automotive classes in the second 8 weeks because all of the classes are offered at the same times (morning or afternoon). The same is true for the first 8 weeks except we are only offering three advanced classes. In order to be considered full time a student would have to take one class in the first 8 weeks and then two different classes in the second 8 weeks. The problem is, this semester at least, there are not enough advanced auto classes for incoming and continuing students to enroll in to be full time. The current Automotive faculty are confident this problem would be correcting with the hire of an additional new Automotive faculty.

The Automotive Department is operating at maximum capacity with the current faculty. While there is huge potential for growth in the program with new subject offerings, such as diesel and hybrid technology, the addition of new faculty positions will be necessary to accommodate this.

The Automotive Technology program at Bakersfield College provides training for automotive technicians, smog test technicians, engine repair technicians, engine machinists, transmissions repair technicians, alignments specialists, suspension specialists, brake systems specialists, tire service technicians, air conditioning technicians, electrical diagnostic specialists, onsite/field repair technicians, heavy-duty equipment technicians, service writers and consultants, parts sales persons.

The Bakersfield College Automotive Department, as part of the California Community College system, provides CTE, transfer, and basic skills training to an average of 250 students each year. The new curriculum model with increase enrollment numbers substantially. Our program successfully serves the CTE statewide goal for our discipline. In addition, we have participated in several of the strategic goals and initiatives of the college, including student success through our participation in the internship and job placement activities, and fiscal sustainability through our participation in the VTEA program and through donations the local new car dealership association and members of our advisory board. Our facilities and equipment are exemplary among similar programs in the State, and as such, they have contributed both to student success and a positive example of Bakersfield College's commitment to relevant technology and high wage, high-growth occupations within our service area.

The Automotive Technology faculty strives to offer effective, up to date and student centered instruction, being sensitive to the diversity of our students, their educational needs, and their career goals. We provide relevant course and lab work geared toward day and night students seeking careers in automotive related fields, also meeting the needs of students seeking training for career advancement or skills updating. We use a multi-dimensional approach in preparing our students not only for their specific career goals, but also provide activities that assist them with meeting their personal, academic, and intellectual goals. Our faculty actively pursues professional development, program/facilities improvement, and college/community involvement, seeking partnerships and collective efforts.

EMSI DATA

Target Occupations				
8,780	8.2%	$21.25		
Jobs (2016)	% Change (2016-2021)	Median Hourly Earnings		
1% above National average	Nation: 3.7%	Nation: $20.90/hr		
Occupation	2016 Jobs	Annual Openings	Median Hourly Earnings	Growth (2016 - 2021)
Automotive Service Technicians and Mechanics	2,453	87	$15.86	2.81%
Industrial Machinery Mechanics	1,700	112	$24.11	18.24%
First-Line Supervisors of Mechanics, Installers, and Repairers	1,514	53	$33.37	7.00%
Bus and Truck Mechanics and Diesel Engine Specialists	990	39	$19.23	10.30%
Installation, Maintenance, and Repair Workers, All Other	549	14	$16.39	3.46%
Helpers--Installation, Maintenance, and Repair Workers	436	24	$12.08	10.32%
Maintenance Workers, Machinery	359	17	$17.16	14.48%
Control and Valve Installers and Repairers, Except Mechanical Door	197	9	$21.44	3.55%
Millwrights	143	7	$25.26	12.59%
Wind Turbine Service Technicians	68	3	$22.25	11.76%
Electronic Equipment Installers and Repairers, Motor Vehicles	67	1	$11.53	(16.42%)
Recreational Vehicle Service Technicians	61	2	$18.15	

				(13.11%)
Motorboat Mechanics and Service Technicians	57	1	$14.65	(3.51%)
Mechanical Door Repairers	42	2	$17.78	(4.76%)
Electrical and Electronics Installers and Repairers, Transportation Equipment	41	1	$26.77	7.32%
Fiberglass Laminators and Fabricators	37	1	$15.01	0.00%
Engine and Other Machine Assemblers	32	1	$20.96	6.25%
Elevator Installers and Repairers	18	1	$40.47	5.56%

Regional Completions by Institution

Institution	Certificates (2015)	Degrees (2015)	Total Completions (2015)
Bakersfield College	49	9	58
Cerro Coso Community College	0	0	0
Porterville College	0	0	0
San Joaquin Valley College	0	0	0
Taft College	0	0	0

INTERNAL REVIEW OF POSITION

A. Explain why the work cannot be reassigned to other staff within the department

There is no qualified faculty member in the EIT department who is under-loaded. Current course offerings and student head count requires ALL of the 4 current automotive faculty to teach overload and the use of an adjunct deems this new automotive faculty position necessary to meet the demands of our students and industry

B. Impact on College/District if position is not filled

The new automotive curriculum model will streamline the pathways for student success and make it possible for more students to be in the pipeline than ever before. The addition of the new class, additional head count will cause a bottle neck in the program and prevent the increases in success, retention, Degree and certificate issuance, job placement and transfer rates that the new curriculum model offers.

C. Is a temporary employee currently performing the work of this position?

☐ Yes ■ No

D. New position: How is the work assigned to this position presently accomplished?

This is new work.

ESTIMATE THE COSTS ASSOCIATED WITH THIS FACULTY REQUEST	
TOTAL SALARIES AND WAGES (include benefits)	
SUPPLIES or OPERATING EXPENSES	
EQUIPMENT EXPENSES	
Total	**$**

SOURCE OF FUNDS	**ORG Number**		**ORG**
☐ GENERAL FUND		☐ Categorical FUNDS	
☐ SPECIAL FUNDS		☐ OTHER FUNDS	

PREPARED BY	DATE	REVIEWED BY	DATE
	DATE		DATE

IF PROPOSAL AFFECTS ANOTHER DEPARTMENT, DOES OTHER DEPARTMENT CONCUR WITH PROPOSAL? Name the department_____

☐ YES ☐ NO ATTACH COMMENTS OF AFFECTED DEPARTMENT, SIGNED AND DATED BY THE DEPARTMENT DIRECTOR OR DESIGNEE.